

## HUNTER-KINARD-TYLER HIGH

7066 Norway Rd.  
Neeses, S.C.. 29107

**GRADES** 7-12 Middle School

**ENROLLMENT** 327 Students

**PRINCIPAL** Titus Duren 803-263-4832

**SUPERINTENDENT** Dr. Sandra Tonnsen 803-534-8081

**BOARD CHAIR** Mr. Aaron Rudd 803-534-8081

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**BELOW AVERAGE**

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	4	34	2

#### IMPROVEMENT RATING:

**GOOD**

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

#### ADEQUATE YEARLY PROGRESS:

**YES**

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Below Average	Excellent	N/A
<b>2002</b>	Below Average	Below Average	N/A
<b>2003</b>	Below Average	Unsatisfactory	No
<b>2004</b>	Below Average	Good	Yes

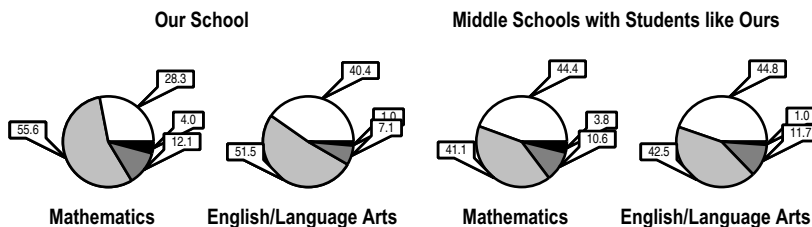
**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

97.1%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Gender									
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Racial/Ethnic Group									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
African-American	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disability Status									
Not Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Socio-Economic Status									
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Full-pay meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A		

Mathematics - State Performance Objective = 15.5%									
All Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Gender									
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Racial/Ethnic Group									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disability Status									
Not Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Socio-Economic Status									
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Full-pay meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	48	100.0	48.9	48.9	2.2	N/A	2.2
	Grade 8	67	100.0	41.0	55.7	3.3	N/A	3.3
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	62	100.0	49.2	41.0	8.2	1.6	9.8
	Grade 8	41	100.0	29.3	65.9	4.9	N/A	4.9

Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	48	100.0	42.2	48.9	8.9	N/A	8.9
	Grade 8	67	100.0	57.4	39.3	3.3	N/A	3.3
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	62	100.0	36.1	55.7	4.9	3.3	8.2
	Grade 8	41	100.0	19.5	56.1	19.5	4.9	24.4

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 327)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	Down from 0.9%	9.0%	14.6%
Retention rate	6.1%	Down from 7.9%	4.2%	3.0%
Attendance rate	97.4%	Up from 94.3%	95.3%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	7.8%		8.3%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	7.8%		8.1%	5.3%
Eligible for gifted and talented	2.1%	Down from 5.1%	9.5%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	18.0%	Down from 19.3%	14.9%	13.9%
Older than usual for grade	8.9%	Down from 12.0%	6.1%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.8%	Up from 1.4%	0.8%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 29)				
Teachers with advanced degrees	65.5%	Up from 56.3%	48.6%	48.7%
Continuing contract teachers	79.3%	Down from 81.3%	73.8%	81.7%
Highly qualified teachers**	83.3%	N/A	88.2%	90.4%
Teachers with emergency or provisional certificates	3.8%		10.0%	5.3%
Teachers returning from previous year	79.7%	Up from 68.8%	80.5%	85.1%
Teacher attendance rate	95.7%	Up from 95.0%	94.4%	94.8%
Average teacher salary	\$43,088	Up 2.5%	\$39,330	\$40,566
Prof. development days/teacher	11.2 days	Up from 10.2 days	11.5 days	11.0 days
School				
Principal's years at school	1.0	Down from 3.0	2.0	3.3
Student-teacher ratio in core subjects	17.6 to 1	Down from 20.4 to 1	19.2 to 1	21.3 to 1
Prime instructional time	91.3%	Up from 87.2%	88.7%	89.3%
Dollars spent per pupil*	\$11,217	Down 4.8%	\$6,517	\$5,821
Percent of expenditures for teacher salaries*	43.7%	Down from 46.6%	59.2%	61.8%
Opportunities in the arts	Fair	No change	Good	Good
Parents attending conferences	83.9%	Up from 57.9%	92.2%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools**	N/A		92.0%	
Highly qualified teachers in high poverty schools**	86.7%		91.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school**	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Hunter-Kinard-Tyler High School strives to prepare students to become successful, productive citizens and to reach their fullest potential by providing a broad and flexible curriculum in a safe and orderly environment. While providing a sound instructional program that is challenging and based on proven practices, the staff encourages students to reach their fullest potential. We, also, believe that cultural diversity contributes to an enriched society. Instructional lessons are planned and built upon the South Carolina Curriculum Standards. Various teaching strategies, techniques, and resources such as Curriculum Mapps, NovaNet, Netschools and Learning Focused Strategies are implemented to enhance student learning. Under the comprehensive School Reform Demonstration Grant to implement School Renaissance, the Accelerated Math and Accelerated Reading programs played a vital role in strengthening the basic skills of the students. This school term, a SAT improvement project was implemented. There was a vast improvement in the SAT scores and the number of Life Scholars because of this project at Hunter-Kinard-Tyler High School.

In keeping with our motto, "Promoting Excellence", we believe that all individuals can learn and that learning is a life-long process. Job shadowing experiences, career development opportunities, and extra curricular activities such as academic clubs, organizations, band and athletic teams are available to ensure students receive a well-rounded education. Our athletics teams won three regional championships this year. Students were recognized for their participation, efforts, and achievements. They received certificates, athletic letters, music letters, academic letters, trophies and other incentives during academic awards programs, the band and chorus spring finale and the athletic banquet. This year two students received honors at the State House for their high rates of achievement in the Insurance Fraud Essay Contest. Additionally, two students were selected to the 2004 Golden Palmetto All-State Leadership Team.

Parents, community members and volunteers are vital to our school and are involved with academic as well as extra curricular activities. Parent nights are held to recognize and thank parents for their support. In addition to these activities, we hosted our first annual Trojan Appreciation Day to thank the parents, community members, volunteers, and the students for all that they do. Monthly parenting workshops were implemented as well as a school newsletter to keep the parents informed and up-to-date about testing and daily requirements.

Parents, teachers, students and the community have an important role in education. Together, we can educate our children so that they become successful, productive members of society. We must work together because all people have value and can make worthwhile contributions to society. We look forward to our continued partnership where we are "Promoting Excellence".

Titus Duren, Principal  
William Ray, School Improvement Council

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	31	39	37
Percent satisfied with learning environment	64.5%	59.0%	72.2%
Percent satisfied with social and physical environment	74.2%	51.3%	64.9%
Percent satisfied with home-school relations	41.9%	87.2%	54.1%

\*Only students at the highest middle school grade level at this school and their parents were included.